

Inspection of a good school: Greenhaugh Primary School

Greenhaugh, Hexham, Northumberland NE48 1LX

Inspection date: 23 June 2022

Outcome

Greenhaugh Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending this friendly, caring and welcoming school. They are happy and feel safe at Greenhaugh Primary School. Pupils know the school rules, they say they are there to keep you safe. Parents and carers are overwhelmingly positive about the school. They feel that children are 'at the heart of everything staff do'.

Leaders have high expectations of pupils' behaviour. There is a clear approach to managing behaviour. Pupils who struggle to manage their emotions receive the support they need. Good relationships exist between families and staff which ensures that pupils receive the best care. Incidents of bullying are rare. Pupils say there is always an adult who will help if there is a problem.

Leaders have planned a curriculum with an awareness of the uniqueness of the local area. They are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils respond positively to this. They enjoy lessons and are keen to share what they have learned. Pupils are confident to discuss their thinking and opinions in lessons and beyond the classroom.

Pupils make friends easily and enjoy playing together during breaktimes. They happily share resources such as hula hoops, bug hunt equipment, the football and fixed-play equipment.

What does the school do well and what does it need to do better?

Leaders are passionate about ensuring that every pupil develops a love of reading. The whole-school phonics programme is well taught. Children learn phonics from Reception. Across the school, staff ensure that the majority of pupils can remember and use the sounds that they have learned. Teachers give pupils extra help with their reading where needed. This means that pupils do not fall behind. Pupils read books that are matched to the sounds that pupils know. Pupils rapidly progress to reading interesting novels with fluency, expression and comprehension. Pupils use their knowledge of phonics well in

their writing. The library includes a wide range of inclusive and diverse texts. As a result, pupils are very well prepared for the next stage of their education.

Leaders have established a carefully planned curriculum in mathematics. Teachers' subject knowledge is strong. They ensure that pupils remember the mathematical vocabulary and knowledge they need. Teachers ask questions to challenge pupils' thinking. They ensure that there are regular opportunities to revisit previous learning. Teachers present information clearly and quickly address any misconceptions. Pupils can talk with confidence about their mathematical learning.

Leaders have identified the precise knowledge that they want pupils to remember in some subjects, such as mathematics and reading. Pupils remember what they have learned. However, where the knowledge is not clearly identified and ordered in a way that builds on what pupils know, pupils are less successful. In these subjects, such as history, leaders have not clearly identified the essential knowledge that pupils need to know. In some lessons, the focus is on the completion of an activity rather than the intended learning. For example, in history, pupils enjoyed making toys but found it difficult to remember why they had made them.

Pupils with SEND learn well. This is because of the targeted support teachers provide, both in the classroom and through small-group interventions. Leaders work with outside agencies to ensure that the right support is in place. Staff receive training on a wide range of specific learning difficulties so that they know how to help pupils succeed. Pupils have clear plans and targets for their next steps in learning. Leaders review these targets regularly to check how well pupils are doing.

Leaders provide lots of opportunities to support pupils' personal development. Pupils enjoy a range of visits and engaging with visitors to the school. Pupils enjoy learning about different faiths and festivals. They are developing their confidence and resilience through outdoor learning. Pupils know how to eat healthily, maintain a healthy lifestyle and keep physically healthy.

Leaders have quickly addressed the areas for improvement from the last inspection. Parents say that leaders listen to their concerns and inform them about their children's education.

Staff feel that leaders and governors are mindful of their workload and well-being. They appreciate the support that they offered.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure there is a strong culture around keeping pupils safe. Staff are knowledgeable and have regular up-to-date safeguarding training. Systems for reporting concerns are effective. Staff understand exactly what to do if they are worried about a child.

Staff carry out necessary checks on the suitability of staff to establish whether they are safe to work with children. Pupils feel safe. They know who to go to if they have a concern. Leaders have ensured that the curriculum supports pupils' understanding of risk, including how to stay safe online and farm safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, such as history, curriculum plans do not set out the essential knowledge that leaders expect pupils to learn. As a result, pupils do not remember what they have been taught. Leaders should identify the knowledge that they want pupils to learn and ensure that pupils retain it over time.
- In some foundation subjects, such as history, the focus of the lesson is on the activity rather than the intended learning. This is not helping pupils to learn the curriculum in these subjects. Leaders need to ensure that, for each lesson, the focus is on the planned curriculum.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Greenhaugh First School, to be good in May 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122226
Local authority	Northumberland
Inspection number	10227040
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	21
Appropriate authority	The governing body
Chair of governing body	Jenni Holland
Headteacher	Clare Crow
Website	www.greenhaughprimaryschool.co.uk
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school became a primary school in September 2019.
- The headteacher was appointed in September 2021.
- There are currently no pupils in Years 4, 5 and 6.
- There are small numbers of children in the Reception Year. Provision in the early years has not been reported because these children would be identifiable.
- The school uses no alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met the headteacher who is also the reading leader, the mathematics leader and the SEND coordinator.
- An inspector met with two governors, including the chair of the local governing body.

- Inspectors carried out deep dives in subjects: reading, history and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Pupils' behaviour and safety were evaluated on arrival at school, in the dining room and at breaktimes.
- Inspectors met with leaders to review recruitment and safeguarding records.
- Inspectors looked at the responses to Ofsted's parent survey, Ofsted Parent View, and spoke to several parents.
- Inspectors looked at the seven staff responses to the staff survey and the six responses to the pupil survey.

Inspection team

Lucie Stephenson, lead inspector

Ofsted Inspector

Alison Stephenson

Ofsted Inspector

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